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ABSTRACT

Evaluation of the seminar by its 27 participants indicated that it had largely achieved its objective of training staff members of population/family planning libraries in Latin America in basic population librarian skills. In addition, activities were initiated leading to the formation of the Interamerican Association of Information Centers in Population (AICIP). An agenda and extensive description of the seminar, held from March 9-18, 1976, are provided as well as characteristics of the participants in terms of prior library training, present employment position and the size of their information center. Contained in appendices are lists of the participants, instructors, distributed materials, and the evaluation instrument. (STS)

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INTERAMERICAN CENTER FOR TRAINING IN COMMUNICATION FOR POPULATION (CIACOP)

Costa Rican Demographic Association

REPORT

OF THE

TRAINING SEMINAR FOR LATIN AMERICAN POPULATION LIBRARIANS

José Ma. Blanch, Director

Flor Cubero V., Bibliotecaria

ABRIL 1976

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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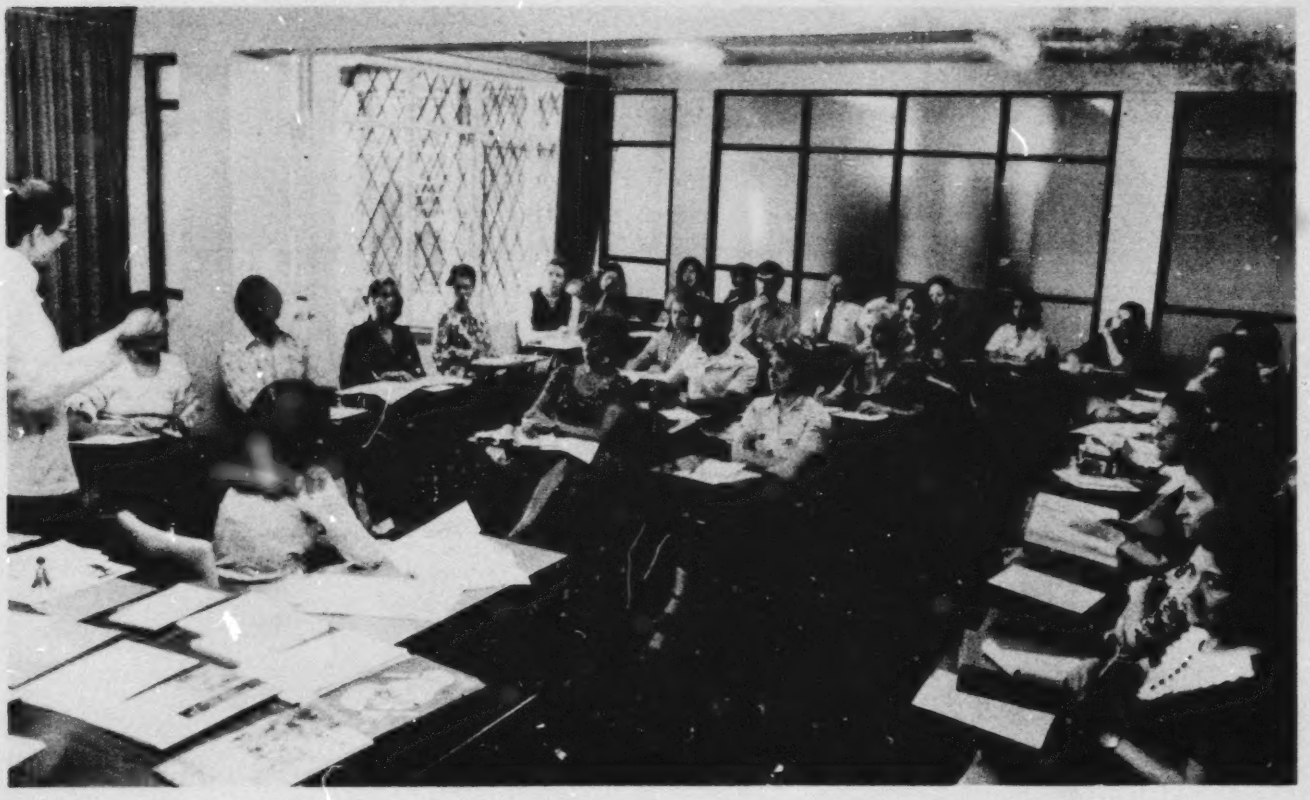

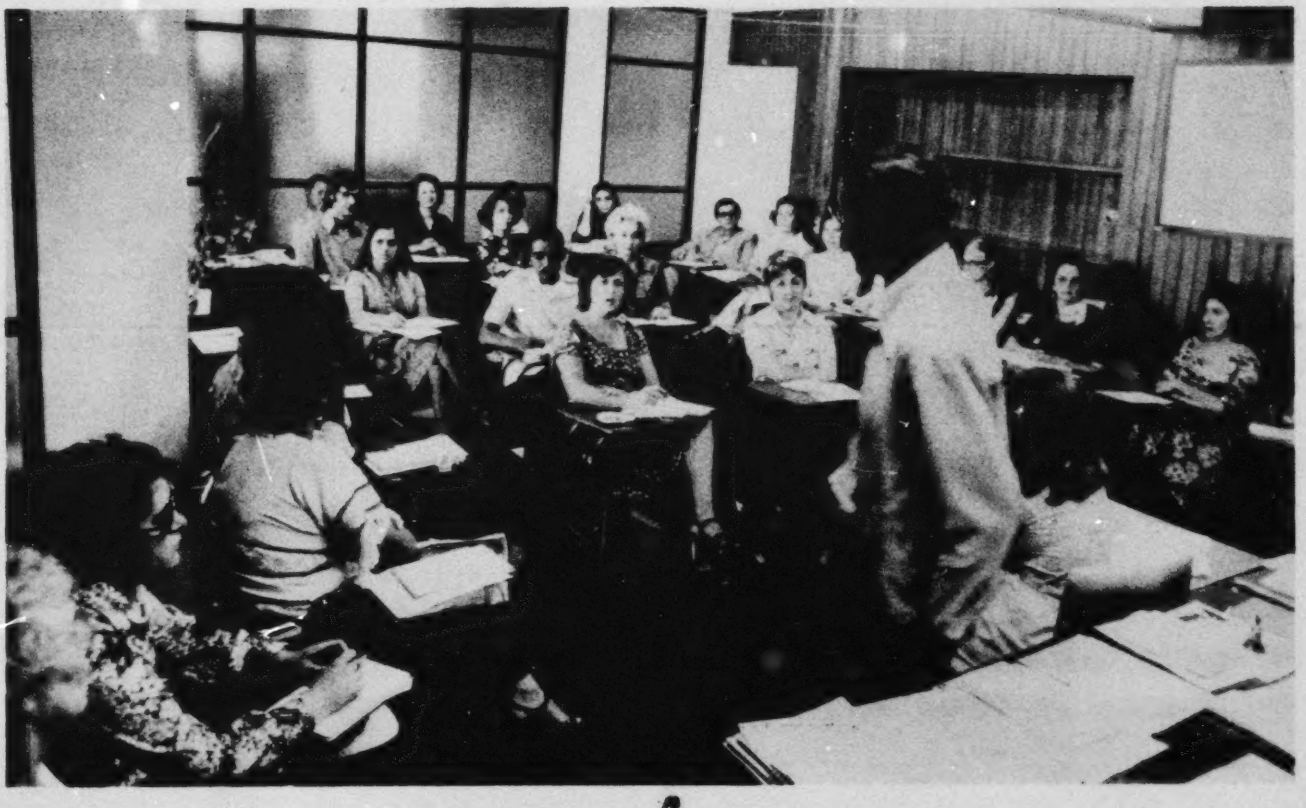

I. GENERAL INFORMATION

Name of the activity	Training Seminar for Latin American Population Librarians
Organizer	Interamerican Center for Training in Communication for Population/ Family Planning (CIACOP)
Collaborating agencies	Association of Population/Family Planning Libraries and Information Centers, International (APLIC-I)
	Latinamerican Center of Demography (CELADE)
Sponsoring agencies	Ford Foundation (FF)
	International Development Research Centre (IDRC)
	International Planned Parenthood Federation, Western Hemisphere Region (IPPF-WHR)
	Tinker Foundation (TF)
Place	San José, Costa Rica
Duration	March 9 to 18, 1976
Participants	27
Represented countries	Argentina, Bolivia, Colombia, Costa Rica, Chile, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Panama, Paraguay, Peru, Puerto Rico, Dominican Republic and Venezuela

II. SEMINAR EVALUATION

II.1 The following, is a summarized report of the results of the evaluation of the Seminar. The evaluation took place in the last session of the Seminar, by means of a questionnaire that was designed for this purpose. (See Annex 1)

II.2 The evaluation that the questionnaire allows, can be divided in four big areas: attainment of objectives, utility of the contents, methodology and organization. It was asked in one last section, about the kind of support services that the participants would consider useful for their activities as professional information workers.

II.3 Some characteristics of the participants are presented as preliminary information: training in Library Sciences, position in the center of information, size of the center and level of work involvement in the information center.

Table 1: Training in Library Sciences

	N	%
College degree	8	29.6
Formal courses (without degree)	6	22.2
Only experience	8	29.6
With neither degree or experience	1	3.7
No answer	4	14.8
Total	27	100.0

Table 2: Position that they hold in their information center

	N	%
Chief-Librarian	15	55.6
Librarian, no chief	3	11.1
No answer	8	33.3
Total	27	100.0

Table 3: Size of the information center where they work

	N	%
6000 or more volumes	8	29.6
2000-5999 volumes	3	11.1
500-1999 volumes	7	25.9
Less than 500 volumes	4	14.8
No answer	5	18.5
Total	27	100.0

Table 4: Level of work involvement in the information center

	N	%
Full time	5	18.5
Part time	12	44.4
No answer	10	37.0
Total	27	100.0

II.4 The first aspect that was tried to evaluate, was the attainment of objectives that each participant had established for himself when he got interested in attending the Seminar.

II.41 It is not necessary to quantitatively sistematize all the information that the questionnaires furnish as to the objectives the participants had set for themselves. However, it can be indicated that among the more often mentioned objectives, the following stand out:

- Learning of the basic aspects of the organization of an information center;
- Improvement (actualization) of knowledge and techniques;
- Establish contact with persons who work in the same field; and
- Characteristics of information in population.

II.42 In terms of the objectives that the participants had established for themselves, the level of attainment is very high. As Table 5 indicates, four out every five participants considered that they had been able to reach, in a very satisfactory degree, the pre-established goals. Only one participant thought that he hadn't been able to attain it.

Table 5: Attainment of the personal professional objectives of the participants

	N	%
Totally (8 and 7)	21	77.8
Sufficiently (6 and 5)	5	18.5
Insufficiently (4 or less)	1	3.7
Total	27	100.0

II.5 Given the different level in the formal Library Sciences training of the participants, and the different conditions in which they perform their specific responsibilities in the information centers where they work, it was to be expected that the degree of interest for the subject areas in the Seminar, showed substantial differences.

...-

Table 6: Level of utility or interest for the subject areas covered in the Seminar according to academic training in Library Sciences*

Subject areas (in order of presentation)	More useful			Less useful		
	With training (N-14)	Without training (N-13)	T (N-27)	With training (N-14)	Without training (N-13)	T (N-27)
1. Role of the librarian	N (4) % 28.6	(8) 61.5	(12) 44.4	(1) 7.1	(1) 7.7	(2) 7.4
2. Types of documents and audiovisual materials	N %	(2) 15.4	(2) 7.4	(2) 14.3	(2) 15.4	(4) 14.8
3. Physical organization of the colecction	N %	(6) 46.1	(6) 22.2	(1) 7.1	(1) 7.7	(2) 7.4
4. Descriptive cataloguing	N (2) % 14.3	(6) 46.1	(8) 29.6	(3) 21.4		(3) 11.1
5. Classification	N (8) % 57.1	(12) 92.3	(20) 74.1			
6. Types of indexes	N (5) % 35.7	(4) 30.8	(9) 33.3		(1) 7.7	(1) 3.7
7. Maintenance of the collection of period-ical publications	N (2) % 14.3	(5) 38.5	(7) 25.9	(2) 14.3		(2) 7.4
8. Bibliographical sources	N (6) % 42.8	(5) 38.5	(11) 49.7			
9. Selection and adquisition of materials	N (3) % 21.4	(8) 61.5	(11) 40.7	(1) 7.1	(1) 7.7	(2) 7.4

Continues

Subject areas (in order of presentation)	More useful			Less useful		
	With training (N-14)	Without training (N-13)	T (N-27)	With training (N-14)	Without training (N-13)	T (N-27)
10. Circulation	N %	(1) 7.7	(1) 3.7	(9) 64.3	(7) 53.8	(16) 59.2
11. Reference service	N (7) % 50.0	(5) 38.5	(12) 44.4			
12. Administration of libraries	N (9) % 64.3	(5) 38.5	(14) 51.8			
13. Visit to the library of Turrialba	N (7) % 50.9	(3) 23.1	(10) 37.0	(2) 14.3		(2) 7.4
14. Systems and networks of information	N (11) % 78.6	(5) 38.5	(16) 59.2		(1) 7.7	(1) 3.7
15. Computer demonstration	N (6) % 42.8	(2) 15.4	(8) 29.6	(1) 7.1	(6) 46.1	(7) 25.9
16. Professional associations	N %				(1) 7.7	(1) 3.7
17. DOCPAL	N (4) % 28.6	(3) 23.1	(7) 25.9		(2) 15.4	(2) 7.4
18. Publications	N (1) % 7.1	(5) 38.5	(6) 22.2	(1) 7.1	(1) 7.7	(2) 7.4

* The percentages are calculated on the corresponding base in each column.

The information in Table 6 confirms what was expected. In general, the subjects that dealt with the basic areas of Library Sciences, were more useful for the participants without academic training (librarian role, 61.5 per cent against 28.6 per cent for those with academic training; physical organization of the collection, 46.1 per cent against zero; descriptive cataloguing, 46.1 per cent against 14.3 per cent; selection and adquisition of materials, 61.5 per cent against 21.4 per cent).

On the contrary, the subjects that dealt with areas not related with fundamental aspects of Library Sciences, (Library administration, 64.3 per cent against 38.5 per cent for the ones without academic preparation; systems and networks of information, 78.6 per cent against 38.5 per cent and reference services, 50 per cent against 38.5 per cent).

When the participants are taken all together, the two subjects that resulted more useful and interesting were: classification with 74.1 per cent, and systems and information networks, with 59.2 per cent of the participants that selected them and administration of libraries, with 51.8 per cent. The subject that was considered as less useful or interesting was circulation, with 59.2 per cent of participants that chose it. The rest of the percentages of subjects of litte utility or interest, are all under 30 per cent (as a matter of fact, 10 subjects are under 10 per cent).

II.6 The evaluation of the work methodology, that was diversificated, reveals a marked preference for the 'active' participation methods. 25 out of the 27 participants considered the method of group work as greatly effective, 24 the method of magistral exposition with audiovisual aids, and 21 the method of questions and answers.

Table 7: Effectiveness of the used methods

METHOD	EFFECTIVENESS				
	N.A.	None(1)	Some (2)	Enough(3)	Much(4-5)
Consultations out of the general sessions	6		3	4	14
Individual exercise	5	3	5	6	8
Magistral exposition	6	3	1	7	10
Work group				2	25
Questions and answer sessions	1	1	1	3	21
Magistral exposition with visual aids.	1	1		1	24

II.7 The organization was evaluated by means of two open questions (nos. 6 and 8). In general the answers contained favorable judgements of the planification and realization of the Seminar, as to support materials, subject sequence, level of the instructors, punctuality in the work schedule, balance between the intense work schedule and recreative activities, the fact that a group of instructors was constituted and also that the professionals of the country were invited, so that various points of view could be heard, the organizing of such an heterogenous group in a way that all the subjects would be of utility for all. Just as one of the participants indicates in his answer to question no.6: "It hasn't been improvised".

In their answers to question no. 8, the participants make various suggestions of 'administrative' nature, that will serve of much for the organization of similar activities that CIACOP carries out.

II.8 To sum up, it was asked from the participants to grade the Seminar, taken as a whole, in a scale from 1 to 8 (from weak to excellent). 88.9 per cent assigned the category 7 or 8, as seen in Table 8

Table 8: General evaluation of the Seminar

	N	%
Excellent (7-8)	24	88.9
Acceptable (5-6)	3	11.1
Fair (3-4)	-	-
Deficient (1-2)	-	-
N.A.	-	-
Total	27	100.0

From another point of view, the perception that the participants have of the utilization of what was learned in their jobs in the information centers where they work, could be an adequate indicator of the evaluation of the Seminar. Table 9 indicates that three out of each participants, believed that after the Seminar they were going to use much of what they had learned.

Table 9: Perceived utilization of what was learned in the Seminar

	N	%
Much (7-8)	20	74.1
Enough (5-6)	4	14.8
Little (3-4)	2	7.4
Nothing (1-2)	-	-
No answer	1	3.7
Total	27	100.0

II.9 The participation in the Seminar undoubtedly served to sow or develop concerns as to needs that must be met among those who are information workers. In question 13, it was seeked to give the participants the opportunity to indicate the type of services that they would expect to be offered to them in order to help them to perform better as information workers. Table 10 sums up the answers.

Table 10: Desired support services (N-27)

	N	%
News bulletin	21	77.8
Magazine about population libraries	21	77.8
Mailing of bibliographical information	26	86.3
Technical advice	18	66.7
Consultative services	17	63.0
Reference services	18	66.7
Distribution of non commercial publications	16	59.3

These answers give trends to follow by the planned Interamerican Association of Information Centers in Population (AICIP), about which more is said in Section V.

III. SEMINAR DESCRIPTION

III.1 This activity was initially designed as a Seminar to supply basic abilities in population librarianship to persons that were working in libraries and/ or documentation centers specialized in population/family planning, in Latin America.

Likewise, and as a second objective, it was proposed to improve the dissemination of information in population in the region, especially by means of the possible formation of an information network that would lead to improve the communication among agencies and beyond any borders.

III.2 Historical background:

III.21 The decision to try to carry out this activity, took shape in the sessions of the International Division of the Association of Population/Family Planning Libraries and Information Centers (APLIC-I), in 1974 and 1975.

III.22 During the last decade, the development of activities in population was accompanied by a considerable increment in the production and demand for information in the field. This need and demand led, for example, to the creation of information centers in population at national level withing agencies of well known prestige, such as BEMFAM, in Brazil and the Javerian University in Colombia, among others.

III.23 At the regional level, the International Development Research Center (IDRC), with headquarters in Ottawa, Canada, and a regional office in Bogotá, Colombia, had been considering a proposal of the Latinamerican Center of Demography (CELADE), for a project of compilation and disemination of computerized information in population, project that was finally aproved in the second half of 1975.

III.24 Furthermore CIACOP, that had been developing its training courses in communications for population/ family planning, was planning to expand its information and documentation services not only to its students but also to the personnel that works in public and private population programmes in the region.

III.3 All this led to the preparation of a project for the carrying out of a Training Seminar for Latin American Population Librarians, with the above mentioned objectives (III.1). The project was submitted to various international agencies for funding. Once this was procured, the planning was carried out. The Director and the Librarian of CIACOP were in charge of the planning. For this they had the advice of APLIC-I, Rene Jaimes, IPPF, New York and Arthur Conning, CELADE, Santiago.

IV. WORK PLAN AND METHODOLOGY

The Seminar was designed, in terms of its objectives, with a methodology leading to the involvement of the participants in the solution of practical problems and in the development and improvement of basic techniques.

In the Work Plan that is included, it is worth mentioning the emphasis given to the active training methods, such as, group work, panels, visits, question and answer sessions, and others.

Work Plan

Monday, March 8

Activity: Pre-Seminar Meeting

Objective:

1. To coordinate the learning sessions.

Methodology: Informal discussions

Instructor: René Jaimes.

Tuesday, March 9

9:00-9:30 A.M.: Welcome and opening remarks

In charge: Dr. José Ma. Blanch, René Jaimes and Blanche Horowitz

9:30-10:30 A.M.: The role of the librarian in the field of population

Instructor: Lic. Alfredo Alvear

10:45-12:00 M.: Panel dealing with the place of the documentation center in the parent organization

Participants: Jacqueline Forget
Martha Cutler
René Jaimes, Moderator

2:00-3:30 P.M.: Presentation of the generators of population information, and types of documents produced in the field.

Objectives:

1. To acquaint the participants with the types of persons, organizations, etc. that generate information within the field.

2. To teach the participant to discriminate among them for the purposes of collection development and reference services.

3. To display the types of documents generated in the field.

4. To teach the participants to discriminate among them for the purposes of bibliographic cataloging, information retrieval and collection organization.

Instructor: María Isabel Ortega

3:45-5:30 P.M.: Panel dealing with the physical organization of the Library

Participants: Blanche Horowitz
Kathryn Speert
Jacqueline Forget
María Isabel Ortega, Moderator

Wednesday, March 10

9:00 A.M. to
5:30 P.M.: Standards and techniques of bibliographic cataloging

Objectives:

1. To acquaint the participant with the importance and uses of bibliographic access to the materials in the collection.

2. To teach the participant to identify the basic elements of the bibliographic description.

3. To acquaint the participant with the need for standarization and the standards that have been developed for the bibliographic description.

4. To demonstrate how to apply these standards to the participant's own needs.

5. To show the standards for the organization of the bibliographic information on the catalog card or other bibliographic catalog entry.

Instructor: René Jaimes

Thursday, March 11

9:00-10:30 A.M.: Standards and techniques of developing subject access to the collection.

Objectives:

1. To acquaint the participant with the importance and uses of subject and geographic access to materials in the collection.

2. To acquaint the participant with the need for standardization of terminology and the standards that have been developed for subject access.

3. To demonstrate how to apply these standards to the participant's own needs.

Instructor: Blanche Horowitz

10:45-12:00 M.: Types of indexes to the collection

Objectives:

1. To acquaint the participant with the various ways in which bibliographic, subject and geographic information can be organized into indexes to the collection, such as the card catalog, Kardex, bibliographies, coordinate index, documentation files, edge-notched card files, and so forth.

2. To teach the interrelationships between these files, and the procedures necessary for their continued maintenance.

Instructor: Kathryn Speert

2:00-3:45 P.M.: Exercises

4:00-5:30 P.M.: Exercises

Friday, March 12

9:00-10:30 A.M.: Maintenance of the periodical collection

Objectives:

1. To teach the participant the basic elements of a policy for the development of a periodical collection.

2. To teach the features of periodicals that are important in their selection for the collection and methods of selection.

3. To teach the basic procedures in acquiring such materials.

4. To teach basic techniques in maintaining the collection such as claiming, binding and storage.

Instructor: Kathryn Vaughn

10:45-12:00 M.: Bibliographic resources

Objectives:

1. To acquaint the participant with the bibliographic resources available in the field.

2. To teach basic skills in evaluating bibliograhic tools for purposes of collection development and reference services.

3. To teach basic skills necessary for further identifying bibliographic resources

Instructor: Kathryn Vaughn

2:00-3:30 P.M.: Selection and acquisition of materials.

Objectives:

1. To teach the participant the elements, methods of development, and uses of a policy for the development of the collection.

2. To teach basic skills in analyzing individual works for addition to the collection.

3. To teach internal procedures necessary for the continuing development of the collection.

4. To acquaint the participant with techniques of acquiring free and priced materials.

Instructor: Kathryn Vaughn

3:45-5:30 P.M.: Exercises

Saturday, March 13

Visit to the Library of the Interamerican Institute of Agricultural Sciences (IICA), Turrialba

Monday, March 15

9:00-10:30 A.M.: Reference and information services

Objectives:

1. To teach the various methods in handling different kinds of reference questions.
2. To acquaint the participant with the various factors such as audience, resources, etc, that ought to be taken into consideration before services are adopted.
3. To teach the technique and functions of the reference interview.
4. To familiarize the participant with the basic tools used in reference work.
5. To teach basic skills in evaluating an individual reference work.
6. To teach techniques in developing a documentation file.

Instructor: Martha Cutler.

10:45-12:00 M.: Exercises

2:00-3:30 P.M.: Panel dealing with reference work

Participants: Martha Cutler
Jacqueline Forget
Kathryn Vaughn

3:45-5:30 P.M.: Circulation. Policy and maintenance of records

Objectives:

1. To teach the participant the basic considerations in developing a circulation policy.

2. To acquaint the participant with the variety of technical procedures which can be used to carry out the policy.

Instructor: Ricardo Cifuentes

Tuesday, March 16

9:00-10:30 A.M.: Practical considerations for the development of services in the library and documentation center: some problems, realities and a future view.

Instructor: Bates Buckner

10:45-12:00 M.: Management of the Library

Objectives:

1. To enable the librarian to develop the overall view of the library necessary for its efficient functioning.

2. To acquaint the participant with the basic elements and uses of various kinds of reports such as the annual report.

3. To discuss considerations in determining staff requirements for the library.

4. To teach in a practical framework methods of communicating information such as services and policies to users and to the staff of the library.

5. To teach basic functions and methods of the variety of records kept in the library.

6. To teach basic techniques in budgeting.

7. To acquaint the participant with the overall objectives of a population library and the policy resulting from these.

Instructor: Jacqueline Forget

2:00-3:30 P.M.: Case study

Instructor: Jacqueline Forget

3:45-5:30 P.M.: Discussion

Wednesday, March 17

8:30-10:00 A.M.: Principles of information systems and networks

Objectives:

1. To acquaint the participant with the fundamental characteristics and features of information systems and networks.

2. To acquaint the participant with recent networking developments in population information.

Instructor: Betty Johnson

10:15-11:00 A.M.:: DOCPAL project

In charge: Arthur Conning

11:00-12:00 A.M.: Exercises

Instructor: Betty Johnson

12:00-12:30 M.: First demonstration of the Population Information Program, of George Washington University

In charge: Helen Kolbe

1:30-2:00 P.M.: Second demonstration of the Population Information Program, George Washington University

In charge: Helen Kolbe

2:00-2:30 P.M.: Some comments about the DOCPAL Thesaurus

In charge: Arthur Conning

2:30-3:30 P.M.: Professional associations, methods of continuing education and techniques of inter-library cooperation

Objectives:

1. To acquaint the participant with the functions, activities, and benefits of membership in professional organization.

2. To acquaint the participant with the importance of, an techniques for, keeping up with new developments in library and information science and population librarianship.

3. To acquaint the participant with the variety of ways in which libraries can assist each other and work together by sharing resources.

4. To acquaint the participant with the standards and practices which have been established for activities such as union catalogs, interlibrary loans and so forth.

Instructor: Helen Kolbe

3:45-5:30 P.M.: Information panel about the formation of the Latin-american Association of Information Centers on Population

Participants: Efraím Rojas, Director Biblioteca Universidad de Costa Rica
Ana Ma. Paz de Erickson, Secretaria Ejecutiva, Asociación Interamericana de Bibliotecarios y Documentalistas Agrícolas (AIBDA)
Betty Johnson, Moderator

Thursday, March 18

9:00-10:30 A.M.: Publications of the library such as acquisition lists, bulletin, etc.

Instructor: René Jaimes

10:45-12:00 M.: Exercises

2:00-3:30 P.M.: Discussions, questions.

3:45-5:30 P.M.: Evaluation

V. ACHIEVEMENTS

V.1 One of the most significant achievements of the Seminar, was the decision of the participants to initiate activities leading to the formation of the Interamerican Association of Information Centers in Population (AICIP). In this way one of the general objectives of the Seminar was accomplished. (See III.1)

V.2 The Organizing Committee of the AICIP was elected in the following way:

Cecilia Culebra de Soberanes. Representative of Mexico and Central America.

Isabel de Guzmán. Representative of countries in the upper middle of South America.

María Cristina Sateler. Representative of the countries in the lower middle of South America.

Hernán Vazqueztell. Representative of the countries of the Caribbean.

Flor Cubero Venegas, Executive Secretary

René Jaimes, Consultant

V.3 It was decided with immediate urgency, that Mrs. Isabel de Guzmán from the Javeriana University, Bogotá, Colombia will be in charge of the preparation of a version of the laws of the Association. This job would be completed before the first week of May, date when the preliminary version will be sent to the Organizing Committee, whose members are mentioned in V.2. The revised version by the Organizing Committee, will be made available to the institutions interested in forming part of the Association, with the purpose of obtaining suggestions and corrections. Product of this preliminary activity, would be the final version of the laws, which would be submitted for approval in the next meeting of the Association.

V.4 Among the activities that were considered that could be implemented through the Association were: the preparation of a union list of periodicals of the member associations; the preparation of a list of publishing houses in the region; the increment and improvement of the communications among the affiliated institutions from the various countries; the procurement of funds for the implementation of projects that the national associations prepare; and others.

V.5 The participants recommended that each represented institution in the Seminar and interested in the Association try to get more potential associates and that each country would constitute its own commission. These national commissions would operate through the Organizing Committee.

VI. RECOGNITIONS

Many were the persons and the agencies involved in the preparation and implementation of this activity whose organizer was CIACOP.

Special mention must be made of:

VI.1 The four international agencies that contributed with special funds that made possible the carrying out of the Seminar: Ford Foundation, International Research Development Centre, International Planned Parenthood Federation/Western Hemisphere Region and Tinker Foundation.

VI.2 The two agencies, one international and the other one regional, that not only in a corporate form, but also through the advice provided by some of their members, contributed to the technical development of the Seminar: APLIC-I and CELADE.

VI.3 Mr. René Jaimes, Director of the Department of Documentation and Publications, IPPF/WHR, New York, who acted as Coordinator of the Seminar.

VI.4 The Carolina Population Center, through the personnel of its Technical Information Service (TIS), who took charge of the basic materials for the Seminar (about 350 mimeographed pages).

VI.5 The institutions of the national and international agencies which sponsored the participation of instructors. Those were: Carolina Population Center, Latinamerican Center of Demography, International Institute for the Study of Human Reproduction, International Planned Parenthood Federation/London, International Planned Parenthood Federation/New York, Planned Parenthood Federation of America, Inc., Population Information Program.

VI.6 The Interamerican Institute of Agricultural Sciences of Turrialba, Costa Rica, which, besides contributing with technical personnel to a few sessions of the Seminar, also opened their doors and hosted the visit to their Documentation Center and to their recreation center.

VI.7 The administrative and secretarial team of CIACOP, whose dedication and effort were essential supportive factors to achieve the objectives of the Seminar.

VII. FINAL REMARK

One point in which it was not possible to achieve what had been proposed, was the participation of more Latinamerican instructors. Since the beginning of the preparations for the Seminar, it was emphasized the convenience of maximizing the utilization of the human resources of the region, and it was planned so. However, last minute difficulties prevented the participation of two prominent Latinamerican colleagues, who had to be substituted with the available personnel, no matter where they were coming from. For this reason the proportion of Latinamerican instructors was not as high as planned.

ANNEXES

ANNEX I

EVALUATION QUESTIONNAIRE

EVALUATION QUESTIONNAIRE

1. **Please indicate which was your main objective when you decided to participate in this Seminar**

_____

_____

_____

_____

_____

_____

2. **Have you been able to achieve this objective in the Seminar?**

No 1 2 3 4 5 6 7 8 fully

3. **The most useful/interesting subjects in terms of my objectives have been:**

_____

_____

_____

_____

_____

_____

4. The least useful/interesting subjects in terms of my objectives have been:

_____

_____

_____

_____

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_____

5. Indicate which work methodology in the Seminar you consider as more effective:

- Consultation outside the general sessions	nil	1	2	3	4	5	Much
- Individual exercises	nil	1	2	3	4	5	Much
- Magistral exposition	nil	1	2	3	4	5	Much
- Work group	nil	1	2	3	4	5	Much
- Question/answer sessions	nil	1	2	3	4	5	Much
- Magistral exposition with visual aids	nil	1	2	3	4	5	Much

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6. What I have liked the most as far as organization is concerned is:

_____

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7. What would you suggest in terms of methodology to improve the results of a Seminar like this?

_____

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_____

8. Which changes would you suggest in the following components of the Seminar:

- CIACOP's quarters_____

_____

_____

Travel_____

_____

Accomodations _____

_____

_____

Duration _____

_____

_____

Work schedule _____

_____

_____

Other _____

_____

_____

9. In general, how would you grade this Seminar?

Weak 1 2 3 4 5 6 7 8 Excellent

10. Which specific training do you have in Library Sciences? (Mark whatever applies).

a. Only experience in library work _____

b. Experience plus some formal courses _____

c. College degree in Library Sciences _____

d. Other _____

11. How would you describe the library where you work? (Mark all the categories that apply)

a. One among various activities in my office _____

b. A special room with less than 500 volumes _____

c. 500-1999 volumes _____

d. 2000-5999 volumes _____

e. 6000 or more volumes _____

f. I am a part time librarian _____

g. I am a full time librarian _____

h. I am in charge/head of the library _____

i. I am one among various people who work in the library _____

12. How much do you think you will be using what you have learned in this Seminar?

Nothing 1 2 3 4 5 6 7 8 Much

13. Which kind of support would you want to get in order to better perform as a librarian? (Mark all the pertinent categories)

- News bulletin_____
- Magazine on population libraries_____
- Mailing of bibliographic information_____
- Technical advice services_____
- Consultation services_____
- Reference services_____
- Distribution services of non-commercial publications_____

ANNEX II

LIST OF PARTICIPANTS

LIST OF PARTICIPANTS

NAME	COUNTRY	TITLE	ORGANIZATION
Cecilia M. P. Baracat	Argentina	Bibliotecaria Jefe	Instituto Nacional de Estadística y Censos (INDEC) Hipólito Yrigoyen No. 250 Buenos Aires, Argentina
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Clara Levi de Hernández	México	Asesora Técnica	Biblioteca Instituto Mexicano de Estudios Sociales, A.C. (IMEX) Apartado Postal 549 México 13, D.F., México
Cecilia Culebra de Soberanes	México	Jefa de Servicios Públicos	Biblioteca El Colegio de México Centro de Estudios Económicos y Demográficos (CEED) Guanajuato 125 México 7 D.F., México
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Julio Ramón de Láncer	República Dominicana	Bibliotecario	Consejo Nacional de Población y Familia Apartado Postal 1803 Santo Domingo, República Dominicana

NAME	COUNTRY	TITLE	ORGANIZATION
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ANNEX III

LIST OF INSTRUCTORS

LIST OF INSTRUCTORS

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ANNEX IV

LIST OF DISTRIBUTED MATERIALS

LIST OF DISTRIBUTED MATERIALS

Algunas cifras para recordar respecto a la administración de una biblioteca. Dirección de Bibliotecas de Francia

Algunas preguntas de referencia. Martha Cutler

Archivos administrativos y técnicos del bibliotecario a colocar a la mano Mme. Jacqueline Forget

APLIC: Innovadora de una fuente de información sobre población. Blanche Horowitz

Asociación de Bibliotecas y Centros de Información en Población/Planificación Familiar-Internacional.

Atlántida: un estudio de caso en encuesta de hogares por muestra. 8 volúmenes y 2 lecturas. Bureau of the Census, Washington D.C.

Catalogación descriptiva. René Jaimes

CELADE: crítica de la lista preliminar de conceptos usados en población y campos relacionados. Centro Latinoamericano de Demografía (CELADE)

Clasificación de Planificación Familiar. Mme. Jacqueline Forget.

Declaración de derechos para las bibliotecas. American Library Association

Directory of IEC Assistance and Services. Revised and expanded edition Editado por Elizabeth Buck y David Radel. East-West Communication Institute, East-West Center.

Ejercicio práctico. Organización y funcionamiento de redes de información científicas y técnicas. Betty Johnson de Vodanović

El catálogo de la biblioteca y sus usos. Blanche Horowitz

Elementos para una correcta administración. Mme. Jacqueline Forget

El mobiliario de las pequeñas bibliotecas públicas. Jean Bleton

Encabezamiento para materias sobre planificación familiar. Blanche Horowitz

Estudio de caso . Mme Jacqueline Forget

Hoja de trabajo para la clasificación de libros . Blanche Horowitz

Instrucciones para la elaboración de tablas de materias o índices. Kathryn H. Speert

International Directory of Population Information and Library Resources. Part 2: 1975 Address List. Compilado y editado por Karin Gleiter

Introducción al tesauro de modificación de la fecundidad. Kathryn H. Speert

Introducción al tesauro de población y planificación familiar. Traducción Universidad Javeriana, Colombia

Lugar del centro de documentación en la institución. Lic. Alfredo Alvear

Manual para una biblioteca de planificación familiar. Blanche Horowitz

Materiales básicos:

Libro I: Evaluación de una Biblioteca

Introducción. Preparada por Gretchen Whitney.

Artículo Básico: Preguntas que se hacen a la hora de planear y evaluar la biblioteca. Preparado por TIS

Suplemento A: Glosario. Preparado por TIS

Suplemento B: Factores a considerar en el planeamiento de una biblioteca de población. Preparado por Patricia Shipman

Suplemento C: Lista de revisión de suministros para la biblioteca Preparado por TIS

Libro II: Identificación de productores de información y desarrollo de la colección.

Introducción. Preparada por Bruce Knarr

Artículo Básico: Recopilación de materiales. Preparado por TIS

Suplemento: Adquisición de materiales para bibliotecas de población y planificación familiar: Suplemento para América Latina. Preparado por Carann Turner

Libro III: Organización de documentos e información

Introducción. Preparada por Gretchen Whitney

Artículo Básico A: Desarrollo de un índice bibliográfico para la colección de la biblioteca. Preparado por TIS

Artículo Básico B: Rotulando y ubicando en los estantes. Preparado por TIS

Suplemento A: Muestras de fichas de catálogo. Preparado por TIS.

Suplemento B: Lista de códigos para los archivos por áreas. Preparada por Flor Cubero

Libro IV: Servicios de la biblioteca y diseminación de la información.

Introducción. Preparada por Bruce Knarr

Artículo Básico A: Servicio de referencia. Preparado por TIS

Artículo Básico B: Compilación de una lista de adquisiciones. Preparado por TIS

Artículo Básico C: Compilación de una bibliografía. Preparado por TIS

Artículo Básico D: Desarrollo de una política de circulación. Preparado por TIS

Suplemento A: Materiales de referencia. Preparado por Martha Cutler

Suplemento B: Cooperación interbibliotecaria. Preparado por Dale Silver

Objetivos y diseño del sistema de documentación sobre población en América Latina. Arthur Conning, CELADE, Chile

Overview: The International Journal of Population Libraries . Vol.2, Nos. 2 y 3. Vol. 3, Nos. 1-2 y 3.

Population/Family Planning Thesaurus. Caroline Lucas y Margaret Osburn

Productores de información en el campo de la población, materiales generados, tipos de documentos y organización de los mismos en una biblioteca. María Isabel Ortega Fenner.

Publicaciones de una biblioteca. René Jaimes

Reglamento de la sala de lectura. Mme. Jacqueline Forget

Sistemas y redes de información. Ejercicios sobre funciones, tareas y responsabilidades de redes, centros nacionales, etc. Betty Johnson de Vodanović

Sistemas y redes de información. Pautas, esquemas y figuras. Betty Johnson de Vodanović.

Sources of Information on Population/Family Planning: A Handbook for Asia. Sumiye Konoshima, David Radel y Elizabeth Bentzel Buck.

Tareas principales de administración de un centro de documentación, Mme. Jacqueline Forget.

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